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| **Teacher(s):**  **V. Dean** | **Subject:**  **7th History** |
| **Unit Title:**  **Reuniting The Nation** | **Date: Sept. 24 & 25 . 15**  **A & B** |
| **Overarching Question/Concept** | |
| ***1) How did the actions of individuals and groups affect events during the Reconstruction Era?***  ***2) What actions did the government take to extend civil rights to the formerly enslaved?*** | |
| **Enduring Understandings** | **Essential Question(s)** |
| 1. The actions and beliefs of individuals and groups may bring about social, political, and economic change. 2. The physical environment affects economic activities and settlement patterns. 3. People move to new locations in order to meet their economic and social needs. 4. Technology may serve as an agent of social and economic change. 5. Interaction between cultural groups may cause conflict. | 1. How did the actions of individuals and groups affect events during the Reconstruction Era? 2. What actions did the government take to extend civil rights to the formerly enslaved? 3. Why did people move west of the Mississippi after the Civil War? 4. How did the physical environment influence settlement patterns in the American West? 5. What were the consequences of expansion west? |
| **PLAN** | |
| **VA SOL OBJECTIVES** | **VBOs** |
| 7.1.1 Describe the visions of Lincoln, Lee and Douglass for reuniting the nation after the Civil War. (USII.3c)  7.1.2 Describe the philosophy and the components of the Radical Republican plan to reunify the United States after the Civil War. (USII.1d)  7.1.3 Identify the basic provisions of the Civil War Amendments. (USI.3a)  7.1.4 Evaluate the positive and negative consequences of Reconstruction policies and practices. (USII.3b)  7.1.5 Explain the historical significance of the 1876 presidential election. (USII.3b)  7.1.6 Describe the political, social, and economic legacies of Reconstruction. (USII.3b)  7.1.7 Explain the factors that supported the settlement of the West. (USII.4a)  7.1.8 Identify the regions and cities associated with westward migration. (USII.2c)  7.1.9 Describe the location, climate and physical environment of the Great Plains. (USII.2a)  7.1.10 Explain how inventions and adaptations supported the settlement of the Great Plains. (USII.2a)  7.1.11 Describe the effects of westward expansion on the American Indians of the Great Plains. (USII.4a) | **VA SOL Objectives:**  USII.2 The student will use maps, globes, photographs, pictures, or tables for  a) explaining how physical features and climate influenced the movement of people westward;  c) locating the 50 states and the cities most significant to the historical development of the United States.  USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by  a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;  b) describing the impact of Reconstruction policies on the South and North; Lee, and Frederick Douglass.  USII.4 The student will demonstrate knowledge of how life changed after the Civil War by  a) identifying the reasons for westward expansion, including its impact on American Indians |
| **DAILY LEARNING TARGETS (Restate objectives into kid friendly language; use “I can” or SWBAT)** | |
| SWBA | |
| **TEACH AND ASSESS** | |
| **Scope and Sequence of Learning Activities (include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Enough detail must be included so another person could implement the plan)** | |
| Hook: Show the following documentary that is an overall review of Reconstruction. Students are to fold a sheet of notebook paper in half, pluses and cons of Reconstruction. As they watch the video have them record the pluses and cons of reconstruction.  <http://www.youtube.com/watch?v=BJLBrDSTgng&feature=youtu.be>  **1st Reconstruction Review power point:** Students will use Two-column note sheet to take notes.  They summarize, power paragraph, answering the target question *What was Reconstruction’s Legacy?*  **2ns s Read-N-Review;** Students pair up (shoulder partner) , they will read pages 558 – 561 *The End of Reconstruction.*   * Student A reads one page while student B listens. * Student A will ask one comprehension open/ended question of Student B. Student A listens and help by coaching referring Student B to the passage. * Students switch roles repeatedly to complete the assign reading sections. * They will each summarize each section using a sheet of notebook paper.   \* **2rd Sharecropping;** *Cycle of Poverty page 560 -61 in text.* History Interactive Explore the Sharecropping Cycle. Using laptops:  **PHSchool.com**  **Web Code:** myp-5127  **3rd If Time: Assessment: Circle of View Points:** *students will pick 4 of the 5 perspectives of the Conflicting Goal complete the circle of view points.* | |
| **Homework Activity (ensure homework is meaningful, appropriate, and utilized as formative feedback)** | |
| None | |
| **Materials and Resources** | |
| * Reconstruction Review p.p. * Reconstruction Two-Column note page * History text book * Lap Tops *If available* * Circle of View Points graphic organizer | |
| **Teacher Reflection on Learning Plan (Notes for Future Use)** | |
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